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## Disclaimer

Presentation materials are for registered participants of the 66th Conference on Exceptional Children. The information in this presentation is intended to provide general information and the content and information presented may not reflect the opinions and/or beliefs of the NC Department of Public Instruction, Exceptional Children Division. Copyright permissions do not extend beyond the scope of this conference.



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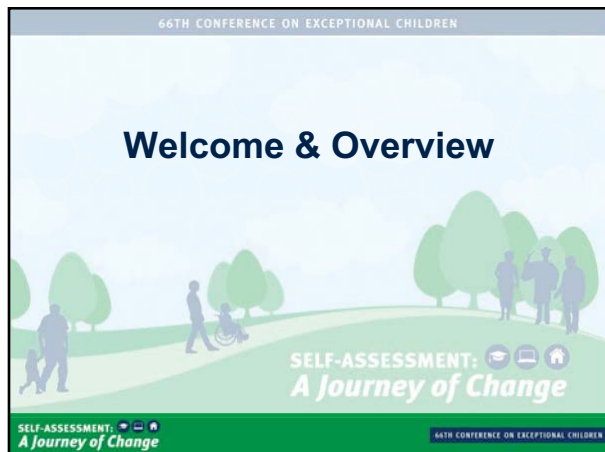
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## Our Agenda...

- Intensive Support (Tier 3) Teaming Structure
- Identify Intensive Needs Students
- Data Collection
- Fidelity of Interventions
- Evaluating Progress
- SLD Eligibility Determination

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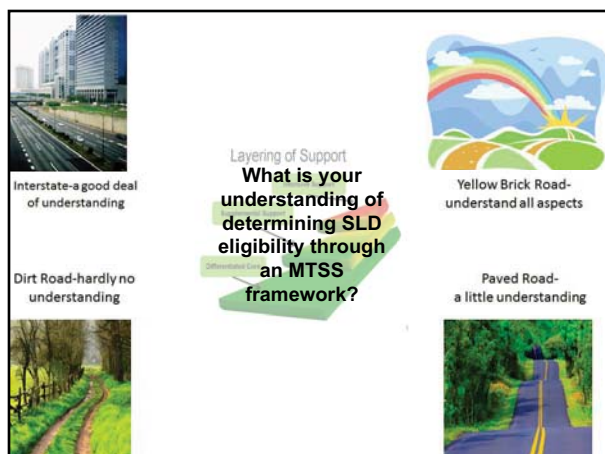
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### Intensive Support (Tier 3) Teaming Structure

- Meet regularly to problem solve individual students
- Review procedures to determine effectiveness.
- Teams generally consist of interventionist/coach, student's teacher, case manager, psychologist, parent(s) and school administration as well as any necessary related support staff.

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### Intensive Support (Tier 3) Teaming Structure

- Interventionist/school psychologist collect baseline data
- Goals are set by school psychologist and communicated to interventionist
- Interventionist collects progress monitoring data and shares data with psychologist for graphing

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### Identifying Students in need of Intensive Support (Tier 3)



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## Identify Intensive Needs Students

Most at-risk students:

- Functioning below 25th percentile/below benchmark on universal screening/progress monitoring data - AIMSweb/DIBELSNext measures
- Teams **MUST** consider **Multiple Sources of Data:**
  - Running Records
  - EOG
  - End of Nine Weeks Benchmarks
  - Spelling Inventory
  - Assessing Math Concepts (AMC)
  - Scholastic Math/Reading Inventory (SMI/SRI)
- Lack of progress in tiers 1 & 2
- More than **one** grade level behind

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## Identifying Students in need of Intensive Support (Tier 3)

Green Flags to Move to Tier 3

Red Flags to Continue at Tier 2

- **Lack of progress yet:**
  - Intervention was implemented with fidelity
  - Intervention matched area of need
  - Instruction was provided consistently
  - Few or no student absences
  - Few or no teacher absences
  - Instructional quality was evident
- **Lack of progress, but**
  - Intervention was not taught the way strategy/program was researched to be effective.
  - Intervention didn't match area of need.
  - Inconsistent instruction.
  - Poor instructional quality

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## Data Collection



SELF-ASSESSMENT:   
*A Journey of Change*

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## Data Collection (Curriculum Based Measures)

- Baseline data:
  - Student baseline data are collected
  - Typically, area of concern has been identified while in tier-1 and 2.
  - Baseline data may be collected off grade-level or student may be monitored on discrete early literacy or early numeracy skill.
  - Determine appropriate ROI and length of intervention and set goal

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## Data Collection (Curriculum Based Measures)

- Progress Monitoring:
  - Typically conducted twice a week by interventionist
  - Graphing data done by school psychologist

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## Data Collection (Curriculum Based Measures)

- Progress Monitoring Measures:
  - Literacy
    - K-5 (mClass/DIBELSNext)
    - 6-8 (AIMSweb)
  - Numeracy
    - K-8 (AIMSweb)
    - Writing (AIMSweb)

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## Data Collection (Diagnostic Assessments)

- Diagnostic Assessments:
  - Guides instructional planning
  - Provides new information on student to help determine "best instructional fit."
    - Identifies gaps
    - Helps teachers think systematically
- Other Data to Consider Using
  - Program requirements (unit tests, check points, fluency graphs, etc)
  - Reading assessments (DRA, QRI, Fountas & Pinnell Comprehension Kit, etc)

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## Data Collection (Diagnostic Assessments)

- Elementary
  - Running Records
  - Scholastic Reading Inventory
  - ABLP Comprehension Assessment
  - PAST
  - Phonics Assessment
  - Words Their Way Spelling Inventory
  - Wilson Assessment of Decoding & Encoding
  - Multidimensional Fluency Scale
  - Assessing Math Concepts
  - Scholastic Math Inventory

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## Data Collection (Diagnostic Assessments)

- Middle
  - Qualitative Reading Inventory
  - Wilson Assessment of Decoding & Encoding
  - San Diego Quick
  - Words Their Way Spelling Inventory
  - CORE Phonics
  - Multidimensional Fluency Scale
  - Scholastic Math Inventory

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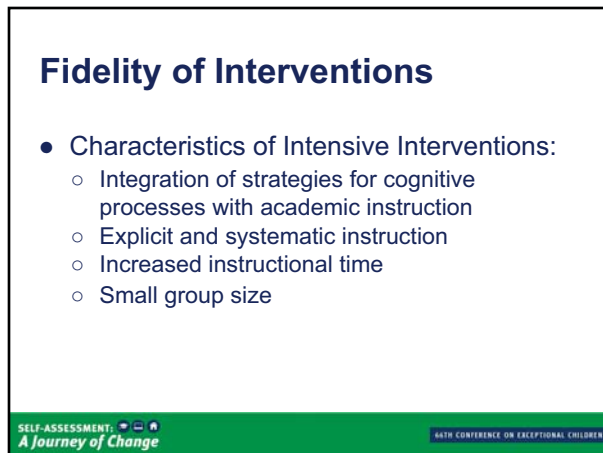
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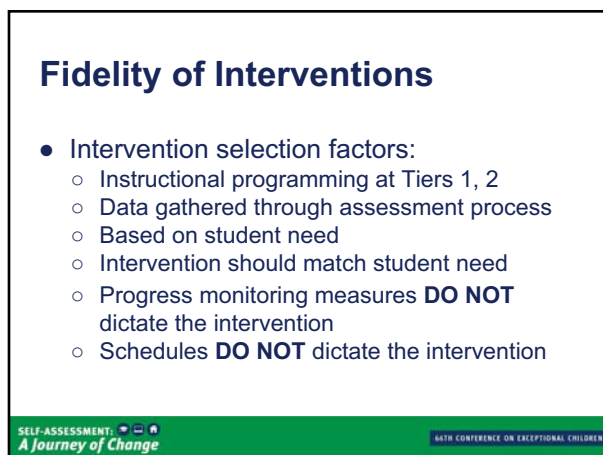
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## Fidelity of Interventions

- Fidelity factors:
  - Staff/interventionists trained in programs
  - Staff/interventionists knowledgeable about best instructional practices and how to effectively implement
  - Time in the master schedule to allow for Tier 3 instruction
  - Require minimum of 90 minutes of instruction in addition to core instruction per week

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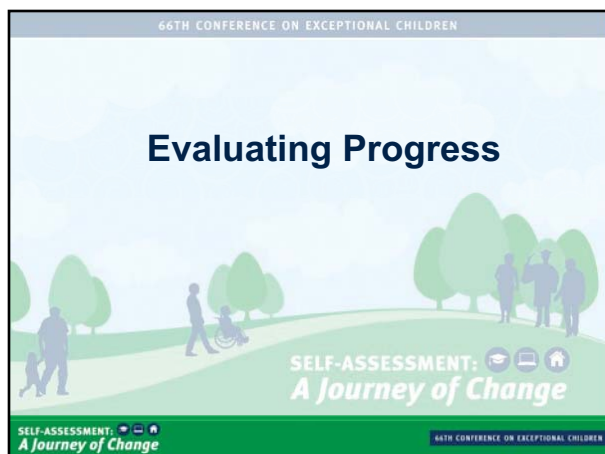
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## Evaluating Progress

- Typically require student to be in intervention a minimum of 4-8 weeks prior to making decisions about intervention effectiveness
- Typically require 8-10 data points before we analyze data and determine trend
- Have data analysis and tier-movement guidelines in order to ensure repeatability across district

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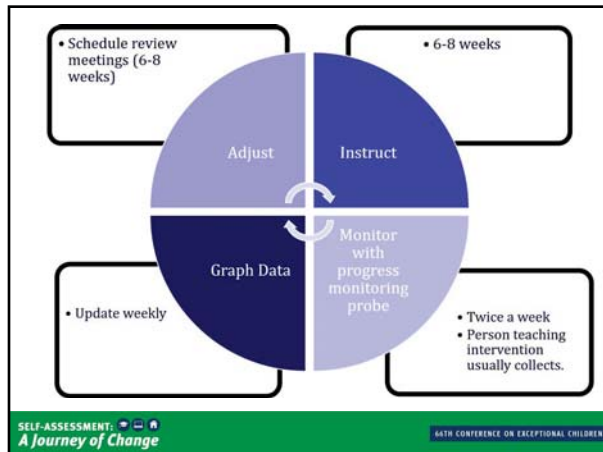
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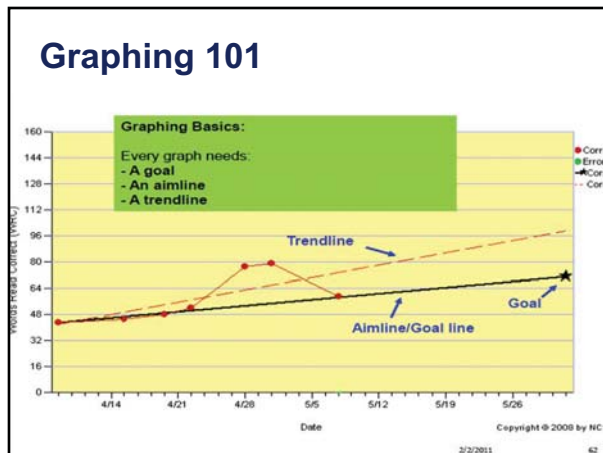
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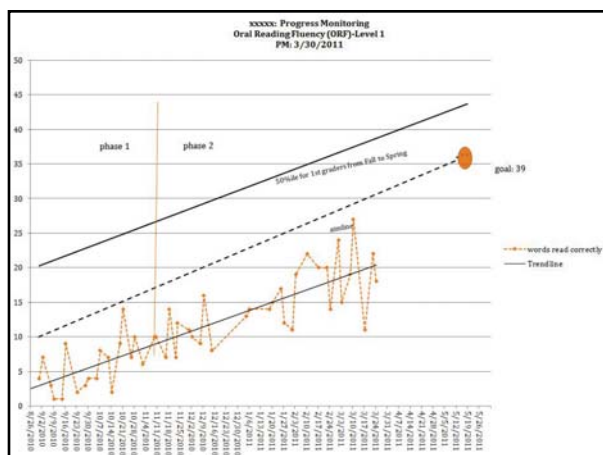
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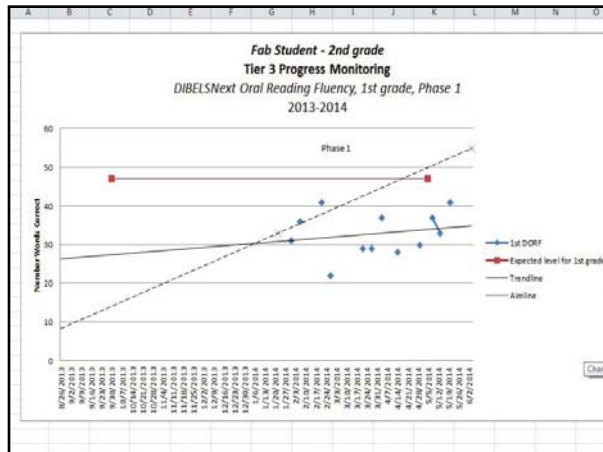
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## SLD Eligibility Determination

- If the student fails to make expected growth towards goal despite multiple intervention attempts and is performing significantly below peers and demonstrated significant delays on other grade-level assessments, the student may be referred to the IEP team.

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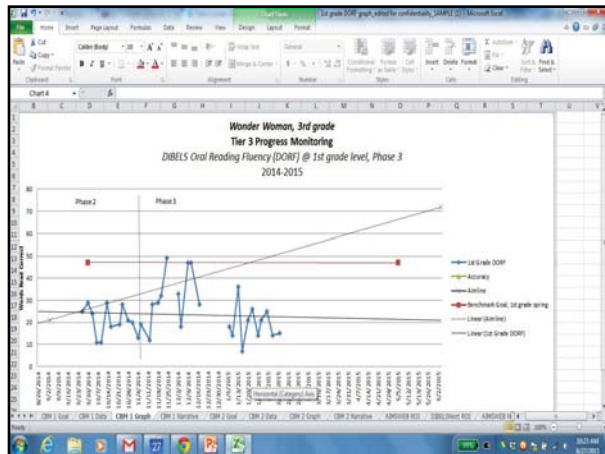
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## SLD Eligibility Determination

- Once a student has been referred for an IDEA evaluation and consent has been given, sensory concerns will be ruled out and any additional testing that the team deems necessary for determining eligibility for SLD will be conducted

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## SLD Eligibility Determination

- In most cases we are not conducting cognitive or standard battery achievement testing
- May conduct additional targeted educational assessments or processing assessments
- After completing any needed observations and assessments, the team considers 3-prong eligibility criteria

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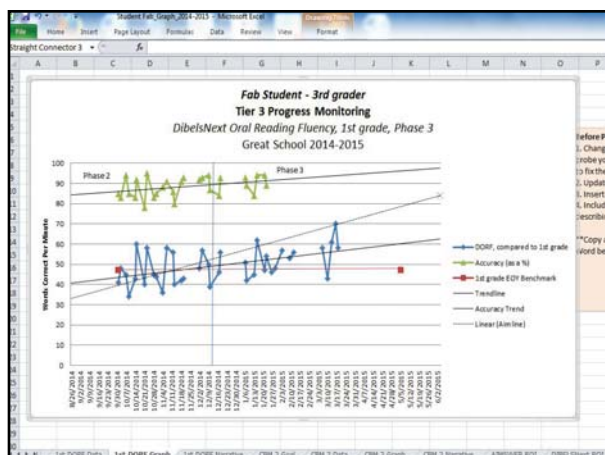
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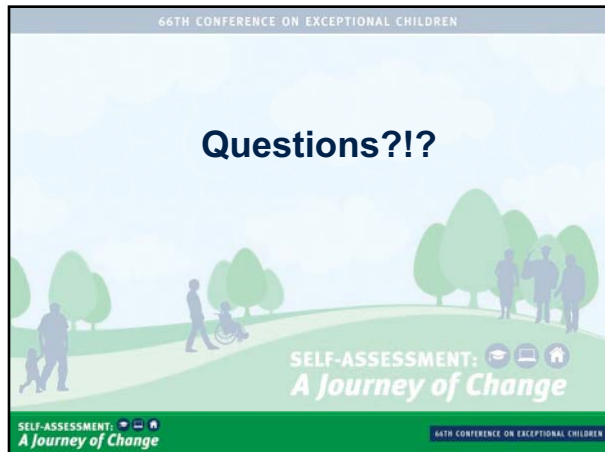
## SLD Eligibility Determination

- Does the student have a disability?
  - Consider the presence of a dual discrepancy
  - Consider the results of any administered processing assessments
- Does it have a significant impact on educational performance?
  - Consider CBM data (example 10<sup>th</sup>-15<sup>th</sup> percentile)
  - Consider EOG, Benchmark, CFA, Grades, etc.
  - Consider results of any additional academic assessments

## SLD Eligibility Determination

- Does the student require specially designed instruction?
  - Consider Progress or ROI in intervention
  - Consider available resources in regular and special ed.





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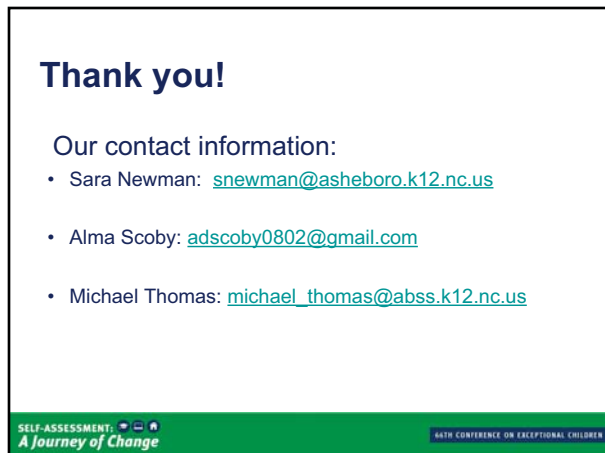
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